

# CHAPTER I

## INTRODUCTION

### A. BACKGROUND

Reading is one of the language skills. Reading is an activity to understand the text readings to obtain information from the text we read. At the time of reading, usually in reading texts we read, it contains the implied meaning (hidden meanings) and expression (meaning it is written). According to Hodgson quoted by Tarigan (2008:7, cited in Suwartini, Pd, Fujiastuti, & Pd, 2017), reading is a process which is done and used by readers to obtain the message conveyed by the author through the medium of words or language.

During pre-interview with the English teacher, many students in junior high school are found to have difficulty in reading the English text. In this case, there are some factors that can make problem and impact students' reading comprehension of students of junior high school. The first is the motivation of students and how they deal with the process of reading in the English lessons and other factors is the teacher who cannot use the proper strategy of teaching reading.

This research aims to improve and motivate students' reading comprehension and also to find out the proper strategy for teaching reading. Thus, the writer will choose Sustained Silent Reading (SSR) strategy in teaching reading to make it easier when reading the English text and the motivation and interest in reading students. In 2015, elementary school and high schools in West Java applied program called 'Gerakan Literasi Sekolah' as solutions. One of them provided Sustained Silent Reading (Glory A, 2015). Rubin (1982) as cited in Aditya (2018) supports it by saying one of the programs that could improve reading skills and enjoyment or interest in reading is Drop Everything and Read (DEAR) or also known as Sustained Silent Reading (SSR). This has been the motivation and the task of educators to motivate students through some strategies of reading texts in the English language that will generate the students' reading interest. Therefore, the case inspired the researcher to research this issue through teaching reading by using Sustained Silent Reading (SSR) strategy in developing the students' reading comprehension.

From the background explanation above, the writer is interested in the research with the title: **“The Effectiveness of Teaching Reading by Using Sustained Silent Reading (SSR) Strategy in Developing Students’ Reading Comprehension.”**

## **B. RESEARCH QUESTIONS**

From the observation above, this research would answer these questions:

1. How is the students’ ability in reading comprehension before using Sustained Silent Reading strategy?
2. How is the students’ ability in reading comprehension after using Sustained Silent Reading strategy?
3. How significant is the difference between the students’ ability in reading comprehension before and after using the Sustained Silent Reading strategy?

## **C. RESEARCH OBJECTIVES**

Based on the background of the research above, the study is intended:

1. To find out students’ ability in reading comprehension before using Sustained Silent Reading (SSR) strategy.
2. To find out students’ ability in reading comprehension after using Sustained Silent Reading (SSR) strategy.
3. To find out the significant difference between the students’ ability in reading comprehension before and after using the Sustained Silent Reading (SSR) strategy.

## **D. SIGNIFICANCE OF THE STUDY**

This research gives several significances. Practically, this research is useful for a teacher that Sustained Silent Reading (SSR) strategy can be used as alternative reading material in teaching strategy. Theoretically, this research can be useful for the teaching-learning process concerning the effect of Sustained Silent Reading (SSR) strategy.

## **E. RATIONALE**

As stated before, this study aims to develop students' reading comprehension through Sustained Silent Reading (SSR) strategy, especially for students of Junior High School. The following are some points that will be discussed in the framework of this research.

According to Nation (2008), the purpose of reading is to search for information, to read for fun, to integrate information, to critique text, and to write, read into the text of the critique and read to write. So, before you read the text, the students should decide in advance whether they need to find general information and to read for pleasure. If they do this before reading the text, they will become an effective and efficient reader.

Based on pre-interview with the English teacher in the school, many students in junior high school have difficulty in reading the English text. There are several factors that can affect the issue. Aside factor the lack of interest of reading students, another factor, i.e., strategies used teachers when teaching reading. Both of these factors are mutually sustaining. According to Harmer (2007), in the learning process, teachers take an important role that is to remain students' motivation and create motivation in students gradually if there is none. Also, teachers' roles in the extensive reading program are "to develop students a life-long interest in reading and its application to their daily lives" (Sachs, 2001). It means that the role of teachers can greatly affect the motivation of the students in the process of teaching and learning activities. Moreover, then, when the teacher cannot use the right strategies in teaching reading, most likely many students who lack motivation and interest in reading. So, Sustained Silent Reading (SSR) strategy could be the solution to this problem in developing students' reading comprehension.

This research focuses on identifying the effectiveness of students' reading comprehension using Sustained Silent Reading (SSR) strategy. Sustained Silent Reading (SSR) strategy is widely used and accepted by most educators as it aids in the development of reading skills. According to Bylut Ermitage & Van Sluys (2007, p.11 cited in Suan Choo, David, & Mehar Singh, 2012), Sustained Silent Reading (SSR) is a reading strategy that is aimed at enhancing students' reading skills, such as comprehension, vocabulary development, fluency, reading motivation, and

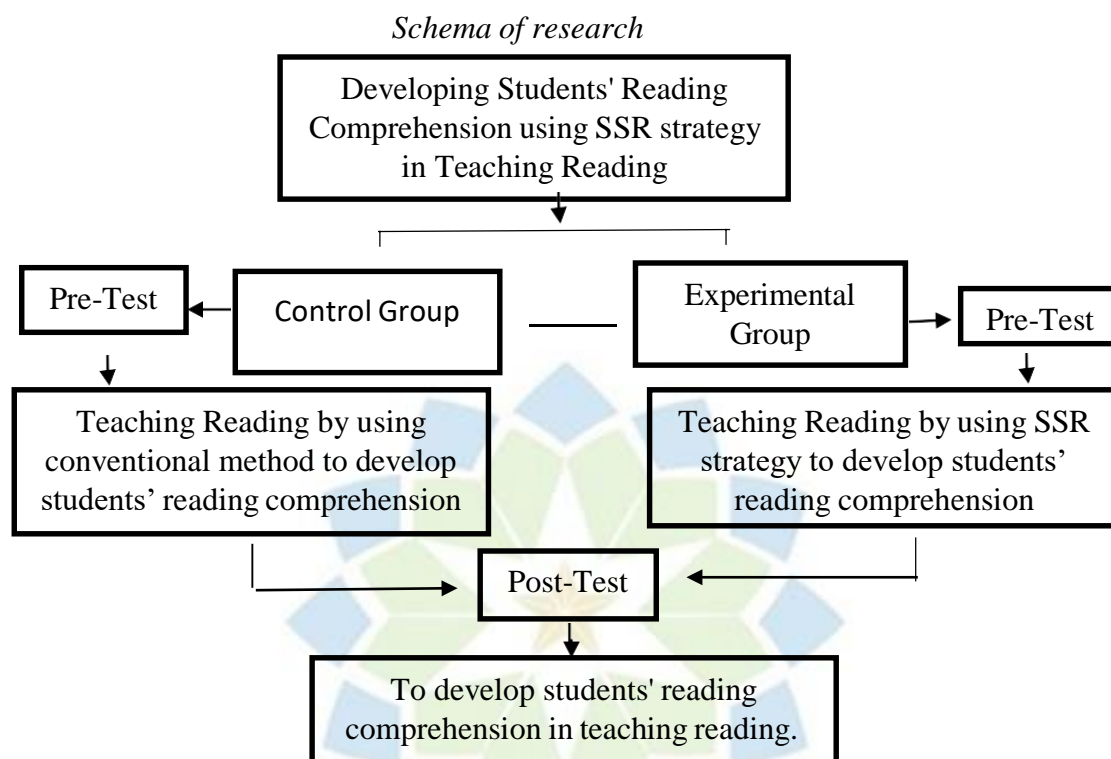
writing skills, by requiring students to practice continuous silent reading for a specific time with materials of their own choice. It means, many factors can be related to the SSR strategy. There are many advantages of this strategy, like developing students' reading comprehension; there are more points obtained from this SSR strategy, such as increasing vocabulary can also develop writing skills.

According to Tubach (2010:39, cited Permatasari & Amir, 2014), Sustained Silent Reading (SSR) is silent reading activities in which the teacher sets aside a short period each day for silent reading. It means, in reading activities, students can use time efficiently and also can better understand what we are reading because they have to focus on the text in front of the student.

Sustained Silent Reading (SSR) strategy can increase motivation and interest in reading in students' reading comprehension. It means that Sustained Silent Reading (SSR) is an effective solution because Rubin (1982) as cited in (Yusuf, 2018) supports it by saying one of the programs that could improve reading skills and enjoyment or interest in reading is Drop Everything and Read (DEAR) or also known as Sustained Silent Reading (SSR). According to Valeri-Gold, (as cited in Chua, 2008) reported that the SSR initiative produced rewarding outcomes, which showed the increase of students' interests and motivation towards reading. Therefore, SSR has become a strategy that is widely used by teachers as an *alternative* strategy because the advantages of this strategy can overcome students who have less reading interest and make reading become a habit. Reading using the Sustained Silent Reading (SSR) strategy has many benefits obtained by students. The time to read becomes more qualified, and students become comfortable to do reading activities so that the impact on the students themselves doing a reading is not a burden, but instead it is used as a habit every day when reading. According to Janice L. Pilgreen (2000) cited Suan Choo, David, & Mehar Singh, (2012), the ideal duration for effective silent reading periods should be twice a week, between 15 and 45 minutes each time, thus ingraining reading as a habit and not merely a classroom activity.

According to the explanation above, this study is aimed to find out of the effectiveness of teaching reading using Sustained Silent Reading (SSR) strategy in

the classroom because it can be used to increase student's score in reading comprehension.



*Figure 1.1 Research Framework*

## F. HYPOTHESIS

According to Hatch and Farhady (1982), the hypothesis is a tentative statement about the outcome of the result. The hypothesis must be experienced and logical-based or explained. The relationship between variables should be stated in a clear term. Furthermore, the hypothesis can make clear questions that will be researched. This research has two variables; the first is the Sustained Silent Reading (SSR) strategy as the “X” variable, and the second is a student’s reading comprehension as the “Y” variable. The relation of the research hypothesis is proposed as follow “The Effectiveness of Teaching Reading by Using Sustained Silent Reading (SSR) Strategy in Developing Students’ Reading Comprehension.”

The hypothesis in this study is an alternative hypothesis (Ha) and the null hypothesis (Ho). The formulated hypothesis is described as follows:  
 Ha: There is a significant improvement in students’ reading comprehension after using Sustained Silent Reading (SSR) strategy.

Ho: There is no significant improvement in students' reading comprehension after using Sustained Silent Reading (SSR) strategy.

## **G. PREVIOUS STUDIES**

This research is different from previous studies. The research by Majet Kaur A/P Mehar Singh, Anne Rowena David and Julie Chuah Suan Choo Suan Choo et al. (2012) was discussed the benefits of using Sustained Silent Reading (SSR) as an Independent Learning Tool at an Institution of Higher Learning among university undergraduates in an English proficiency course at SoLLaT, Universiti Sains Malaysia. This study concluded with some findings from a university undergraduates survey that give evidence to conclude that Sustained Silent Reading (SSR) is useful as an independent learning tool and helps students to become independent readers. Although Sustained Silent Reading (SSR) only took up 17% of the time during the English language class lesson, it has proven to bring positive improvement in the respondents' English language proficiency. Respondents found their vocabulary count had increased, and there was an improvement in their writing, reading, and oral communication skills.

Riska (2017) also conducted research in Sustained Silent Reading (SSR) Method to Improve Students Reading Comprehension at the Second Year Students of SMPN 3 Sungguminasa Gowa. This research aimed to find out the effectiveness of students' ability in Reading comprehension that taught by using Sustained Silent Reading method. This research found that Sustained Silent Reading method was effective to improve reading comprehension at the second-grade students' of SMPN 3 Sungguminasa Gowa.